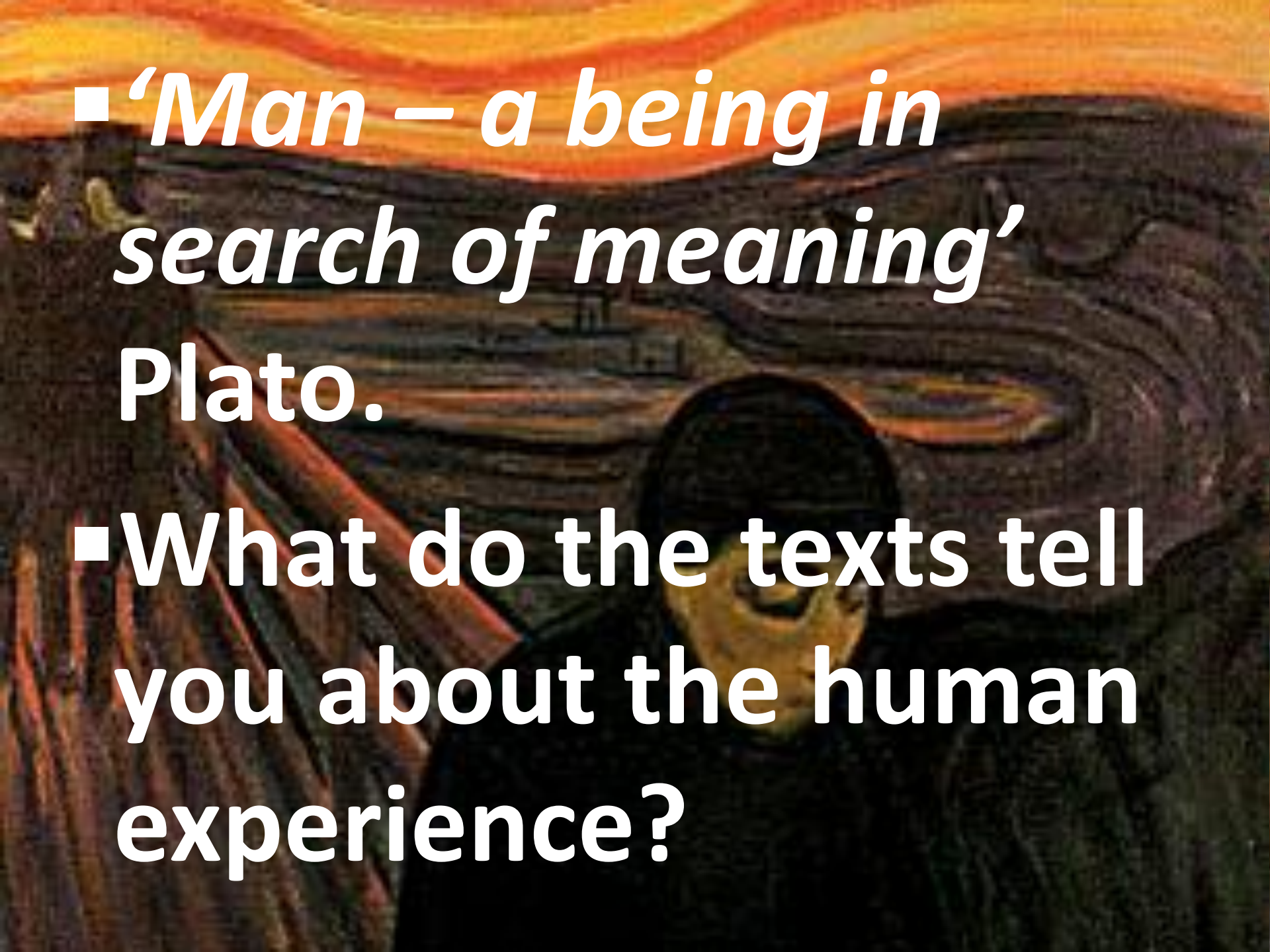




AOS: Belonging

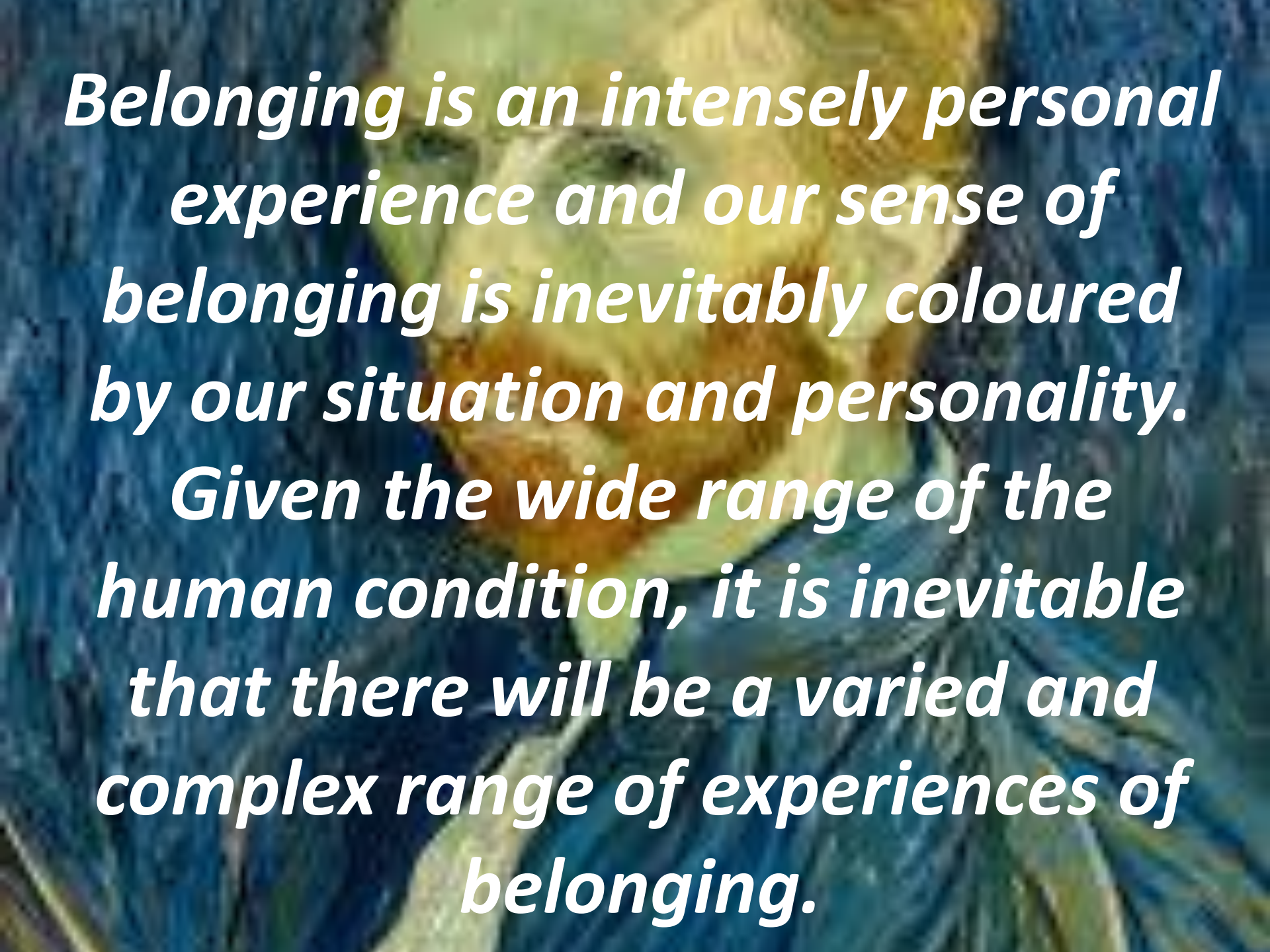
Karen Yager – Knox Grammar School



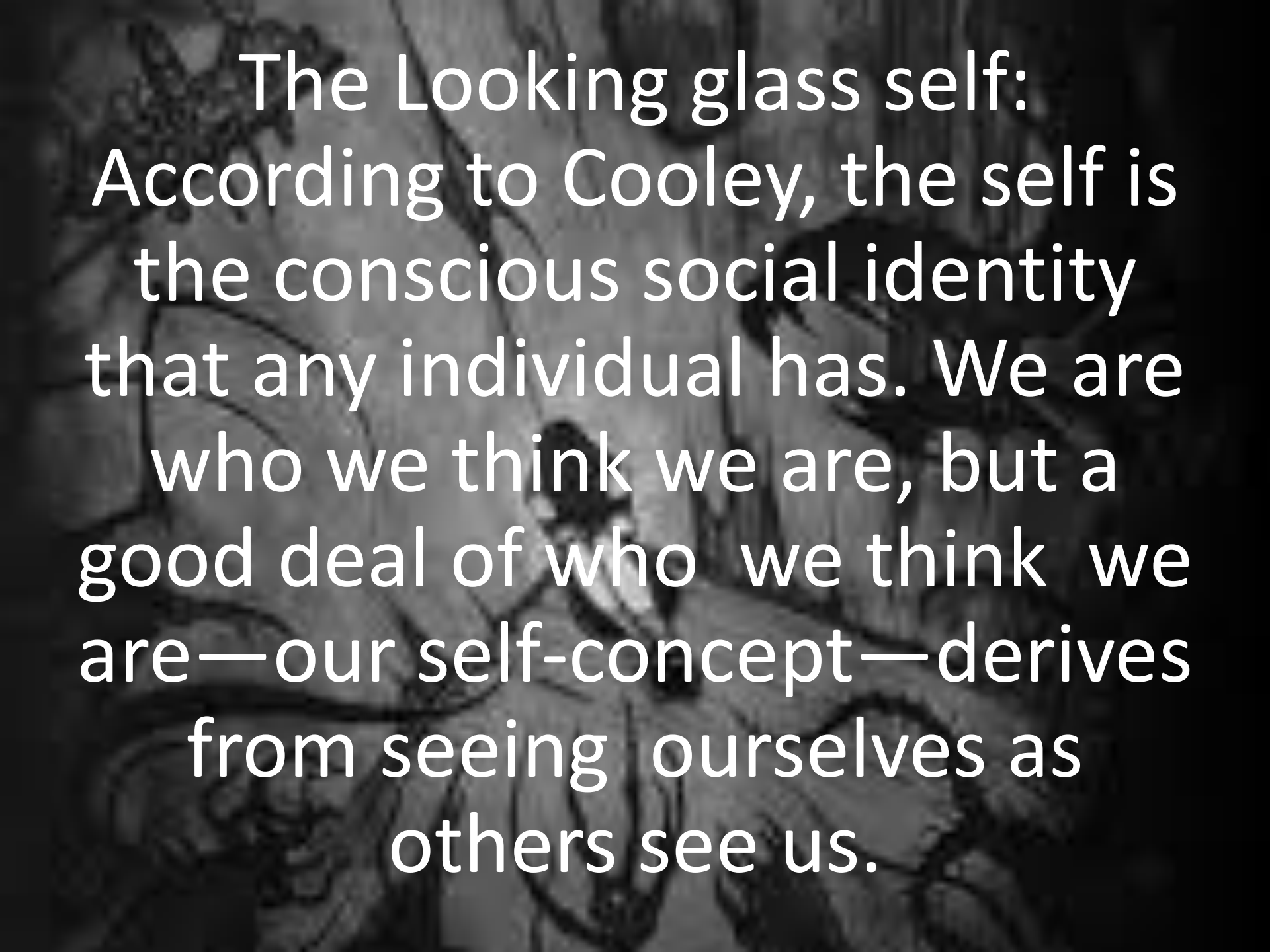
The background of the slide is a painting. It depicts a man in a dark, swirling landscape. The sky is a vibrant orange and yellow, suggesting a sunset or sunrise. The man is in the foreground, looking down, with a dark, swirling landscape around him. The overall mood is contemplative and dramatic.

- *'Man – a being in search of meaning'*
Plato.

- What do the texts tell you about the human experience?



Belonging is an intensely personal experience and our sense of belonging is inevitably coloured by our situation and personality. Given the wide range of the human condition, it is inevitable that there will be a varied and complex range of experiences of belonging.



The Looking glass self:
According to Cooley, the self is
the conscious social identity
that any individual has. We are
who we think we are, but a
good deal of who we think we
are—our self-concept—derives
from seeing ourselves as
others see us.



*We shall not cease from
exploration*

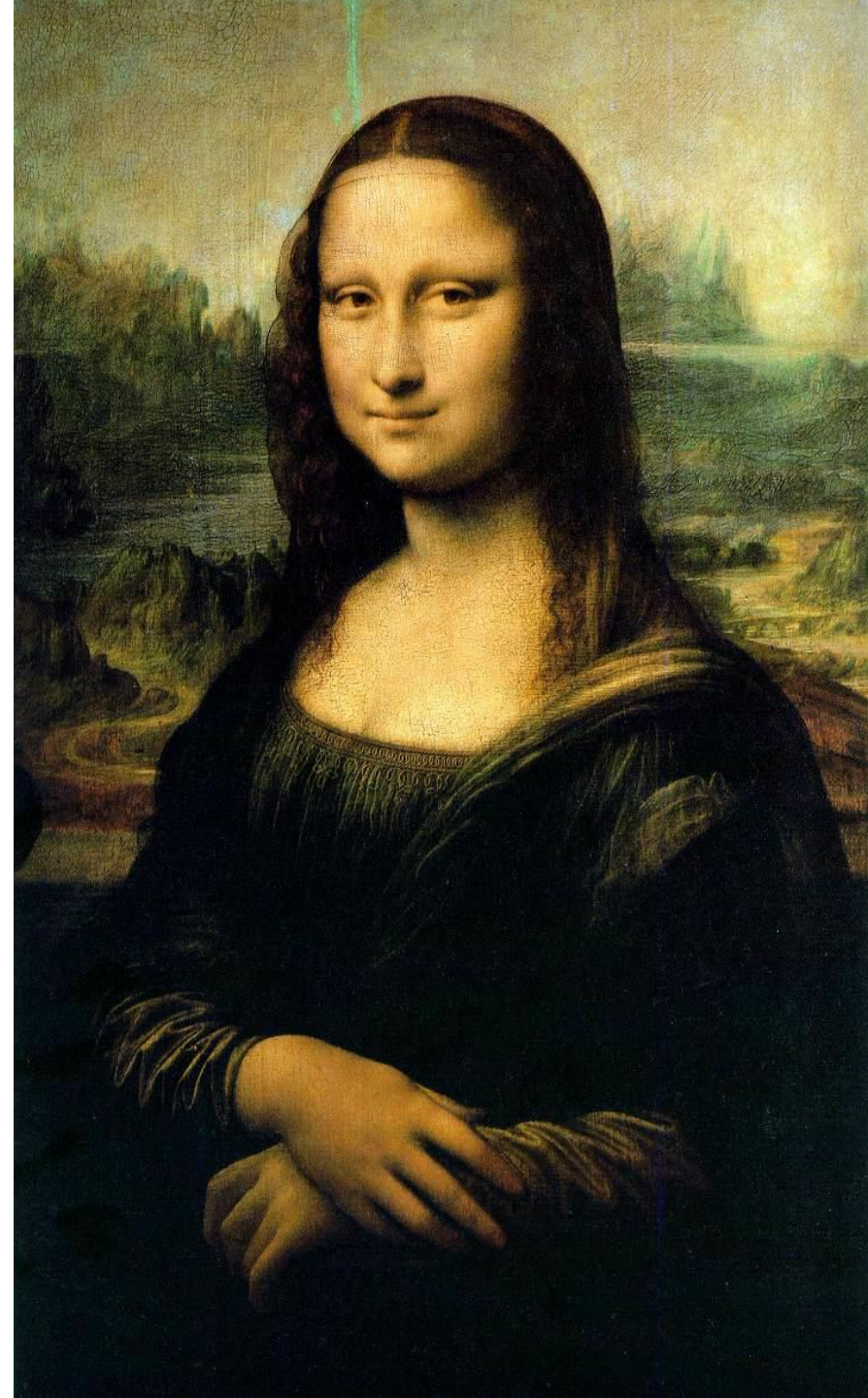
*And the end of all our exploring
Will be to arrive where we
started*

*And know the place for the first
time.*

TS. Eliot – ‘The Waste Land’

Belonging

- Ontological connection between belonging and identity.
- Who and what we are and the place and places we inhabit are mutually disclosing and mutually defining. People are involved fundamentally in the constitution of place, and places are involved fundamentally in the construction of persons.
- Both our identity and our belonging relate to our social, historical and environmental context.



The background of the slide is an abstract, artistic composition. It features a central, glowing red and purple oval shape, reminiscent of a nebula or a stylized eye. This central element is surrounded by swirling, ethereal patterns in shades of yellow, green, and blue. Overlaid on this background are faint, translucent images of musical staves and notes, suggesting a connection between music and the concept of belonging discussed in the text.

The Rubric

- **Perceptions** and ideas of belonging, or of not belonging, vary.
- These perceptions are shaped within personal, cultural, historical and social **contexts**.
- A sense of belonging can emerge from the connections made with **people, places, groups, communities and the larger world**.
- Students may consider aspects of belonging in terms of **experiences and notions of identity, relationships, acceptance and understanding**.

The Concept of Belonging

- How do you view the notion of belonging?
- Do the texts invite you to belong to their worlds?
- How do the texts represent the concept of belonging?
- How do your perception and assumptions about belonging compare with that of the composers you are studying?
- Has your perspective been challenged or altered?
- What lines of argument have you developed as a result?

Theses

- Essential to develop at least four overarching theses or points of view
- A synthesis of the ideas you have gathered about belonging.
- Apply to all sections of Paper 1.





Theses

Belonging is
an
ambivalent
notion; a
dynamic state
of flux.





Theses

The greatest barrier to belonging is the self: our perceptions, assumptions and degree of self-efficacy act as enablers or impediments.



Theses

Belonging comes from within rather than without. To belong is to be. We cannot belong until we understand ourselves.



Theses

Place plays a fundamental role in the lives of human beings, it is the nexus of existence. Our physical, psychological and cultural connection to the world we move in impacts on our perception of belonging.



Theses

- We spend our lives trying to belong to self, a place and others, not realising that it is our perceptions and attitudes that enable us to belong.
- Belonging may be a fundamental human need but it also a choice.
- An individual's identity and notion of belonging to self and others is forged in relation to familial and cultural connections.

Hope is the thing with feathers

That perches in the soul

And sings the tune without the words



And never stops at all

Section 1: Reading Task

- *“Strong responses demonstrated perception and insight into the **ideas** embedded in the texts and supported a thesis with effective **textual evidence**.”*
- *“Weaker responses simply described the content of either the written or visual without linking them”*
- *“A discussion which focused primarily on language techniques often restricted the candidates’ opportunity to demonstrate their understanding of the ideas in the texts or to develop their ideas effectively”*



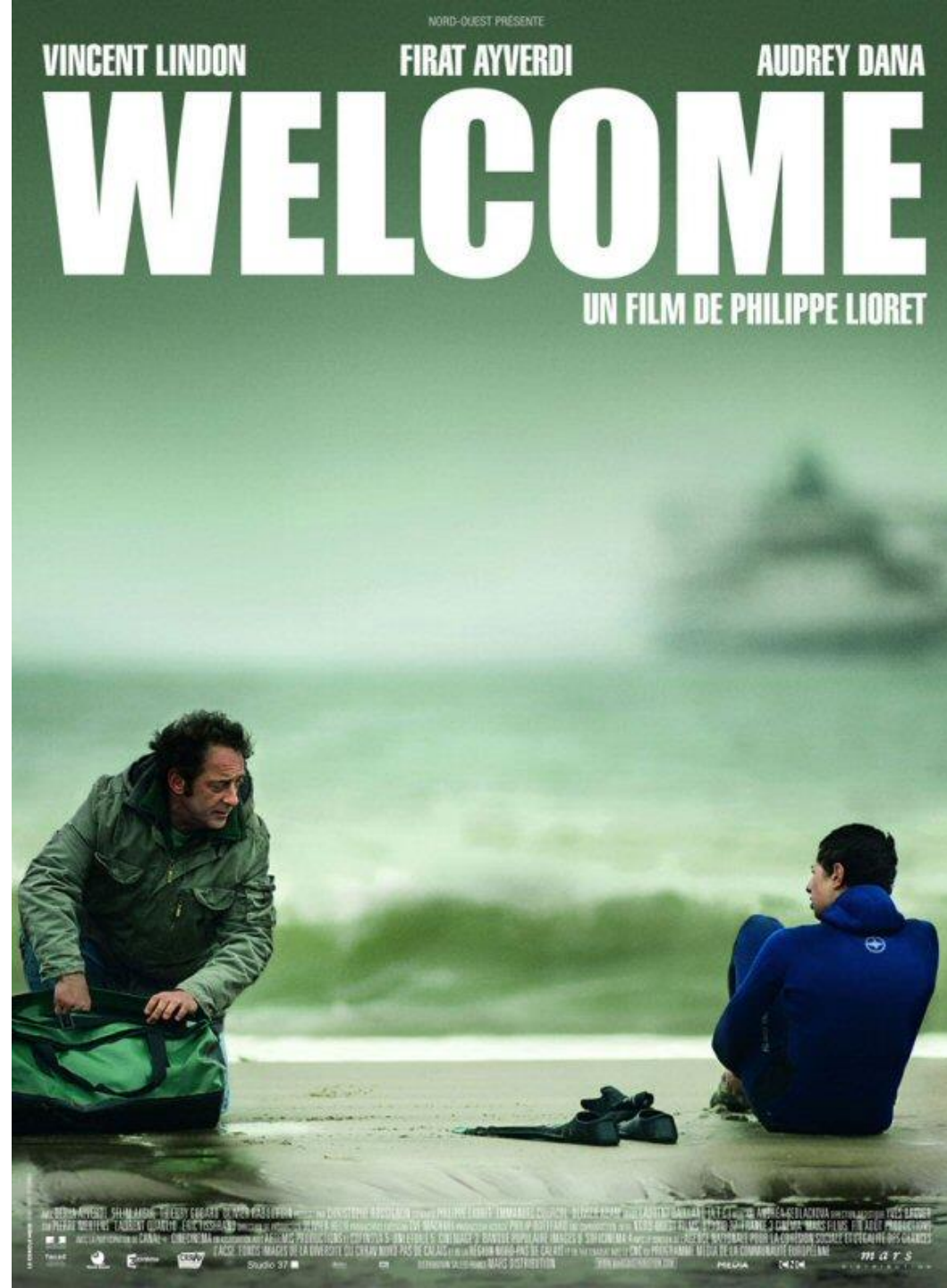
Reading Task

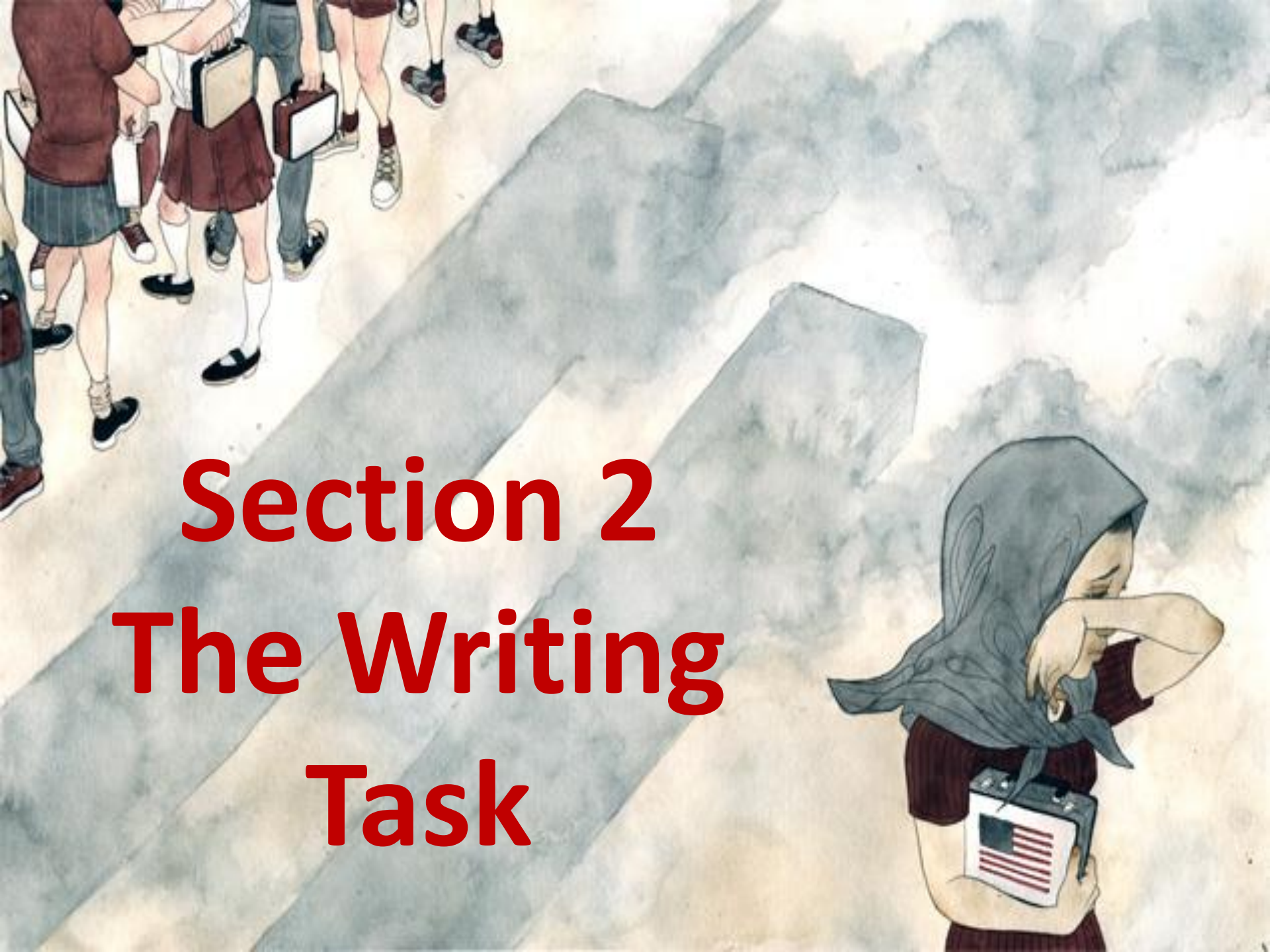
- The overarching idea
- Composer's purpose and attitude towards belonging
- **How** language features, form and structure represent belonging
- How you respond **personally** to the ideas in the texts.





- **Assumptions** about belonging that have shaped the representation.
- **Different perspectives** on belonging.
- **Synthesis** in final question



An illustration in a watercolor style. In the upper left, a group of people, mostly women in skirts and blouses, are walking away from the viewer. In the lower right, a woman wearing a grey headscarf and a dark red top is walking towards the viewer. She is holding a clipboard with an American flag on it and has her hand to her face in a thoughtful or distressed pose. The background is a mix of grey and yellowish tones, suggesting an outdoor setting.

Section 2

The Writing Task

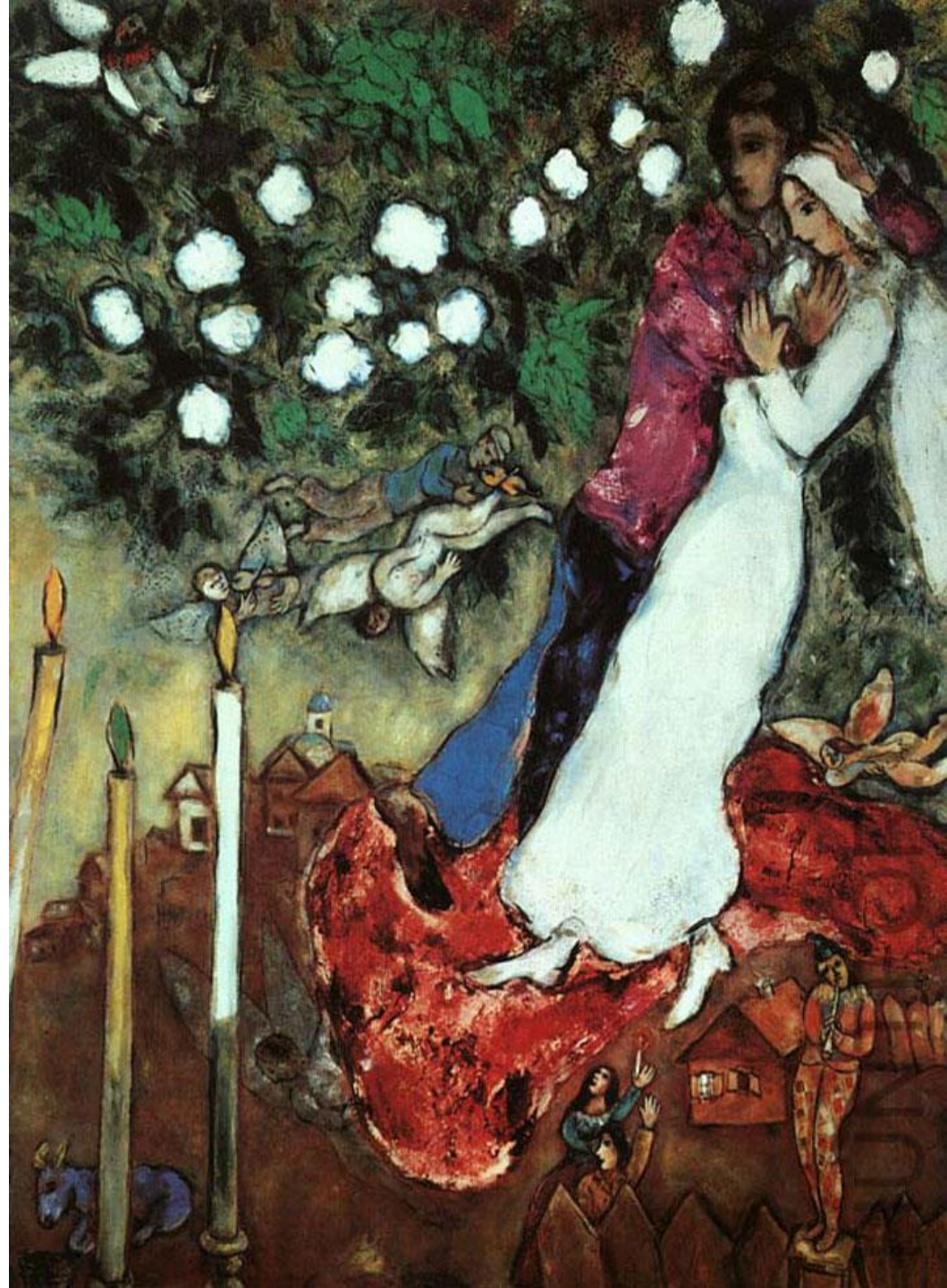
Imaginative Writing

- Writing is a craft that can be learned and transformed to become artistry!
- *'Life, like a dome of many-colored glass, Stains the white radiance of eternity'* (Percy Bysshe Shelley 'Adonais').





- The art of the first and last lines!
- The details
- Setting – synaesthesia, colour, sounds...
- Verbal cinema





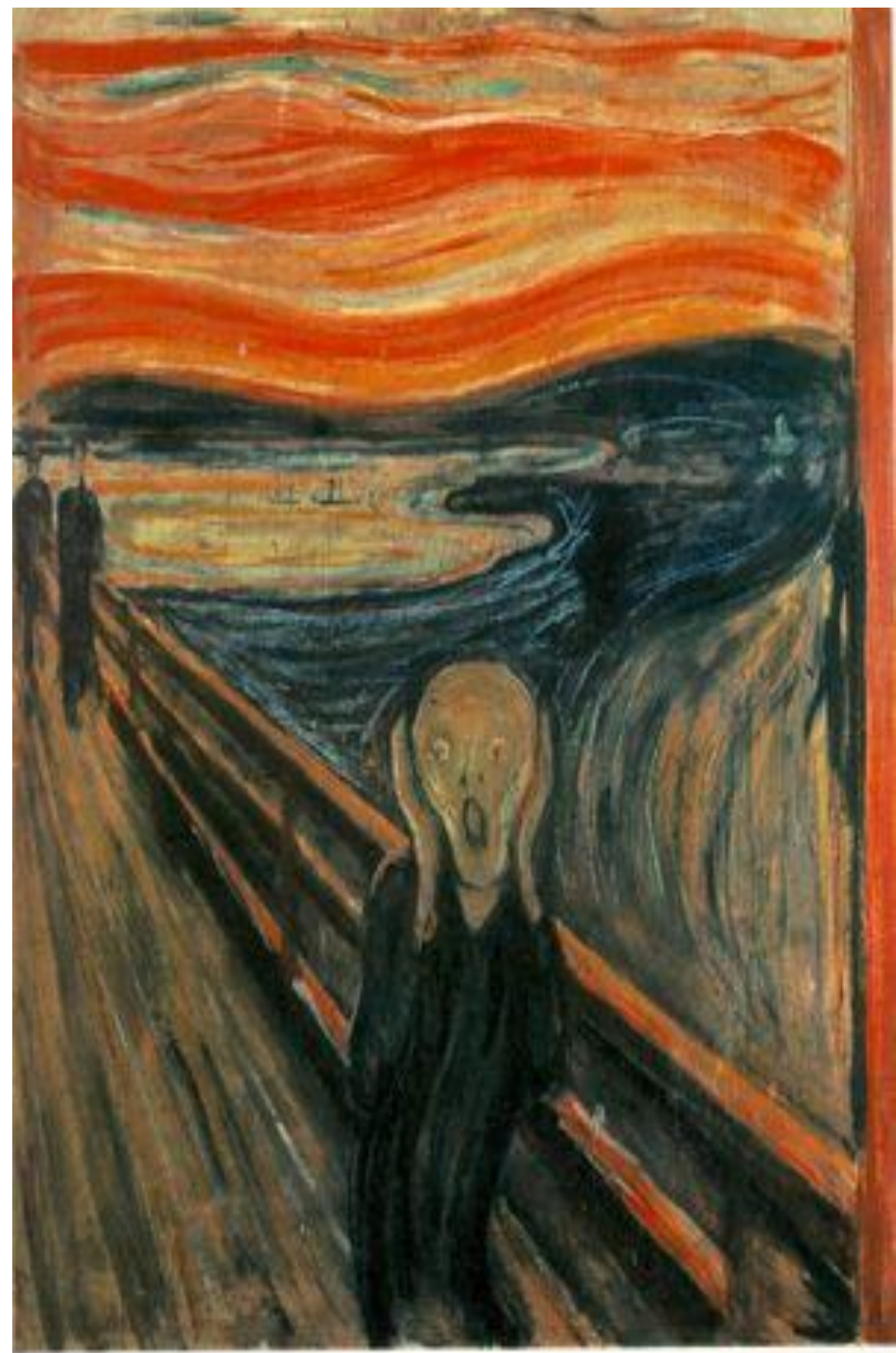
Artistry

- **Voice:**
 - Writing from experience
 - Conviction
 - Word choice
- **Subtlety:**
 - Tension
 - Ambivalence
- **Structure:**
 - Cyclical
 - Flash back
 - A fragment



Artistry

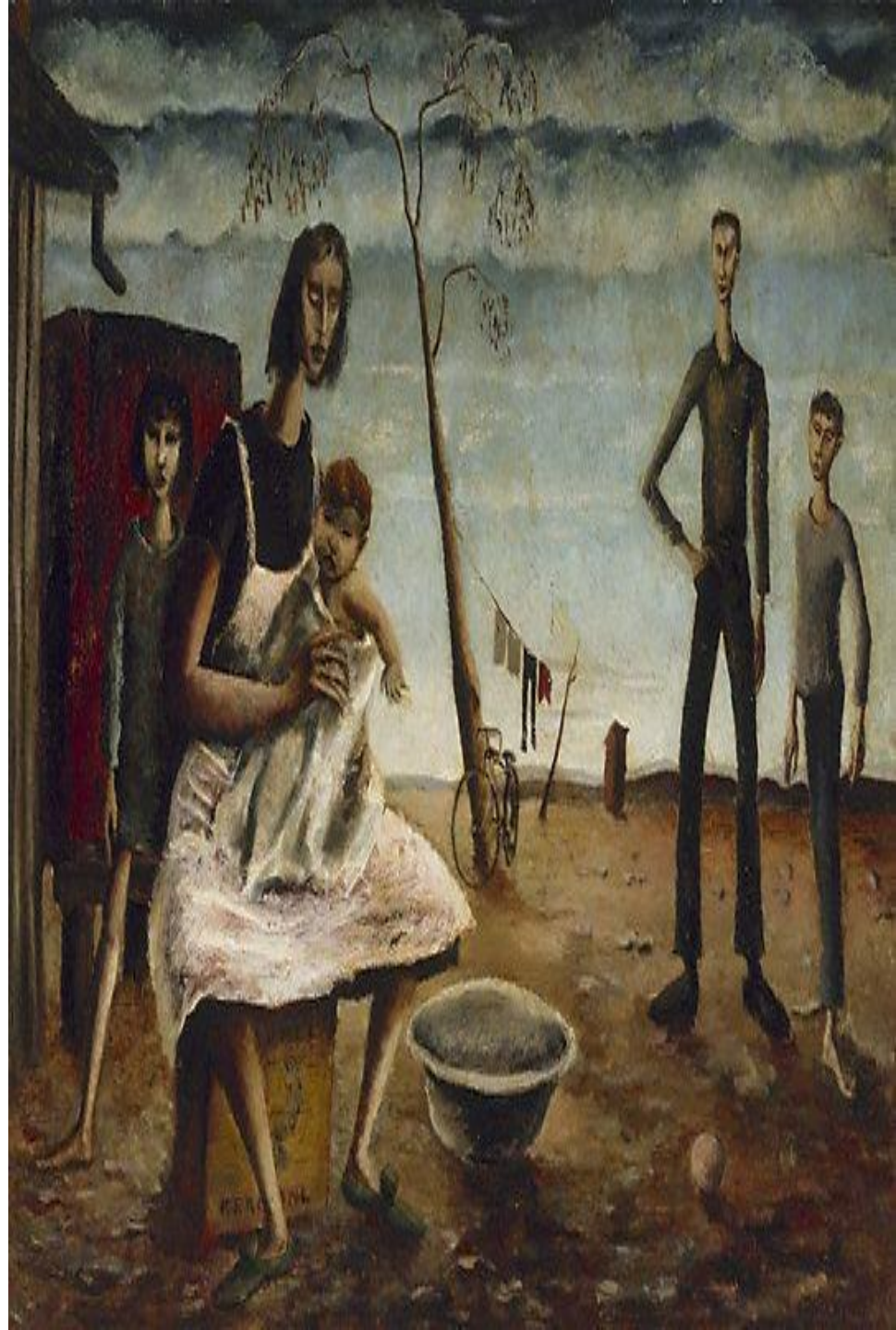
- **Mechanics:**
 - Syntax: varying length and beginnings
 - Lexical density
 - Imagery: figurative devices/synaesthesia
 - Sound: euphony, discordance, disruption
 - Verbs not adjectivous





■ Characterisation:


- Idiosyncrasies
- Complexity
- Perspectives and values
- Back story
- How they move and act in the setting
- Dialogue and voice
- Relationships
- Actions and consequences



Strategies

- Create a character and a setting and then pack them into the Tardis and allow them to travel to different places and contexts.
- Motifs: Suitcase, hands, rear-vision mirror...
- Writing backwards
- Creative non-fiction – *The 100 year old man who climbed out the window and disappeared*





He starts to play. I gaze in fascination at his perfectly curved fingers and the flowing movements of his arms. His hands glide effortlessly over the keyboard whilst his core sways to and fro with the tempo of the music. The increasing dynamic stature, chromatic dissonances and the unresolved chord progressions – typical of my grandfather's naturalistic compositional style – lure me into the music. I am struck by the sheer dynamism of his posture; his entire self devoted to the release of passion through the weaving of his beautiful melodies, working to achieve a work of absolute perfection far surpassing Chopin's Etude. Notes on a page are being transformed into passions and emotions. The fire crackles with nervous excitement.



Section 3

Critical Response

The texts of your own choosing
become the discriminators for your
response.



HSC Examination Rubrics

In your answer you will be assessed on how well you:

- demonstrate understanding of the **concept** of belonging in the context of your study
- analyse, explain and assess the ways belonging is **represented** in a variety of texts
- organise, develop and express **ideas** using language appropriate to audience, purpose and context

Section III: Extended Response

- Must demonstrate understanding of key concepts and ideas of belonging from the rubrics and through the response to the texts
- Develop theses or lines of argument
- Choose texts that connect with concepts



Extended Responses

- **Conceptual understanding:**
 - The thesis or line of argument
 - In response to the question
 - The framework and drivers for extended responses
 - Integrates the response
 - Support and challenge



Developing a Thesis

- Strong opening paragraph that introduces a clear line of argument or thesis that directly addresses the question.
- A response that is driven by a thesis connected to the question. Each successive point must further the thesis through textual analysis and support. Support or even challenge then thesis through the analysis of the text/s.
- Precise topic sentences that are connected to and build on the thesis.

Developing a Thesis

- The human experience: Overarching idea first....
- When developing theses students should consider that the notion of belonging is never fixed. It is constantly shifting depending on the individual's experiences, emotional state and relationships with self and others.
- They need to consider how humanity's flaws and qualities challenge and enrich belonging.
- Regard belonging as an ambivalent notion. Explore when and why individuals move between belonging, indifference and alienation.

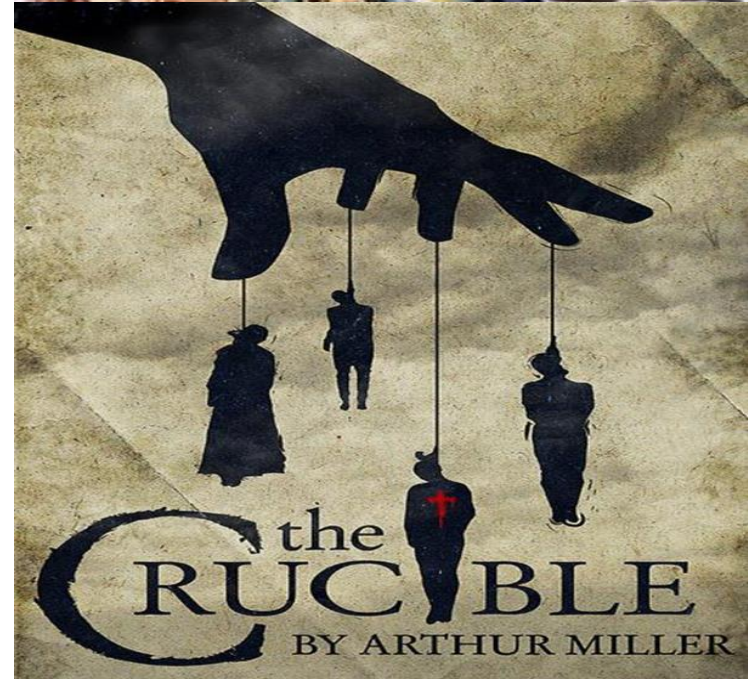
Theses

- Overarching through the question to specific lines of arguments.
- Supporting the thesis with the reasons why the student has arrived at this point of view.
- At least two – three supporting arguments used to further the thesis that addresses the question in the essay.
- E.g. The greatest barrier to belonging is the self: our perceptions, assumptions and degree of self-efficacy.



Cohesion

- Making connections between the texts through:
 - The thesis
 - Characters
 - The act of representation
- Connecting words:
Furthermore,
alternatively...



Suggested Approach

- **Paragraph 1:** Immediately address the question and introduce the thesis or line of argument that challenges or supports it. Provide at least one or two supporting arguments through an explanation of the thesis.
- **Paragraph 2:** Connect to the question and the thesis using a topic sentence. Then connect to the prescribed text by discussing whether the text supports or challenges the question. **Integrate** the significance of the composer's context and times, and his or her perspectives, and how these influence the text's representation of belonging and the underlying assumptions of the text about belonging.

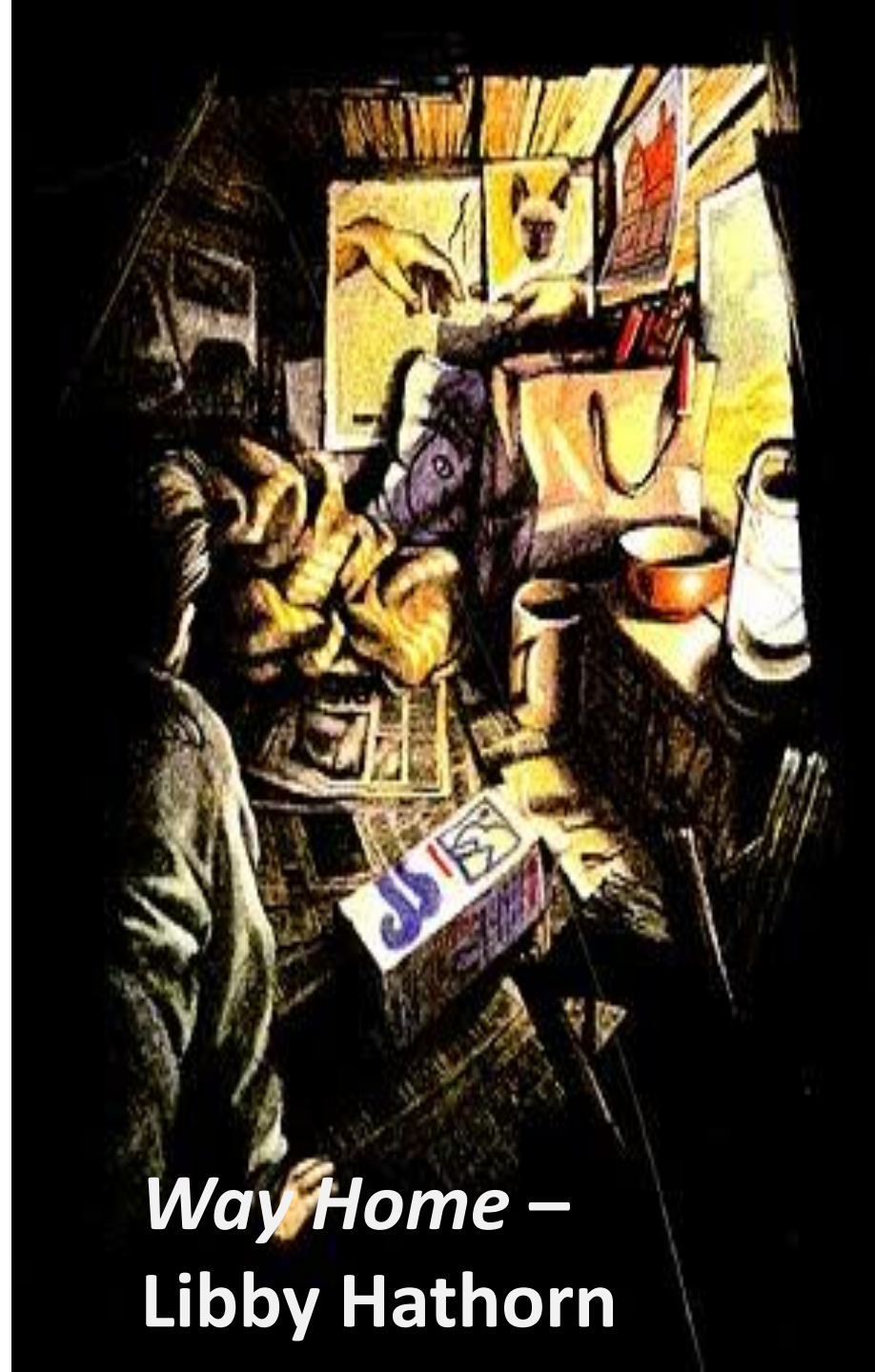
Suggested Approach

- **Paragraphs 3 - 5:** Connect the topic sentence to the previous paragraph and build on the thesis. Use the question and the associated thesis or line of argument to discuss those aspects of the text that are relevant. Integrate an analysis of the textual features and details that convey belonging. Use quotes from the text, but don't use lengthy quotes that are not explained or linked to your discussion. Make connections with one or more of the other texts through the thesis, characters' responses to belonging or language features used to represent belonging.

To an individual, belonging is potently influenced by their connection to social and cultural contexts. While these connections can be fundamental in the forging of identity, they can present barriers that thwart an individual from forming an identity and from feeling a sense of belonging. This sense of disconnection is heightened when an individual's perception of belonging is uncertain. Peter Skrzynecki's suite of poetry explores this ambivalence and his search for a connection. Nam Le in the short story 'Love and Honour' and *Devil's Playground* by Lucy Walker explore similar tensions that arise from the inability to belong to cultural and social contexts and the enduring quest of identity formation.

Texts of own Choosing

- Discerning choice of related material that enhance and strengthen the argument through subtle comparison or stark contrast.
- Enable the student to support and challenge the theses or lines of argument
- The discriminator!!



Way Home –
Libby Hathorn

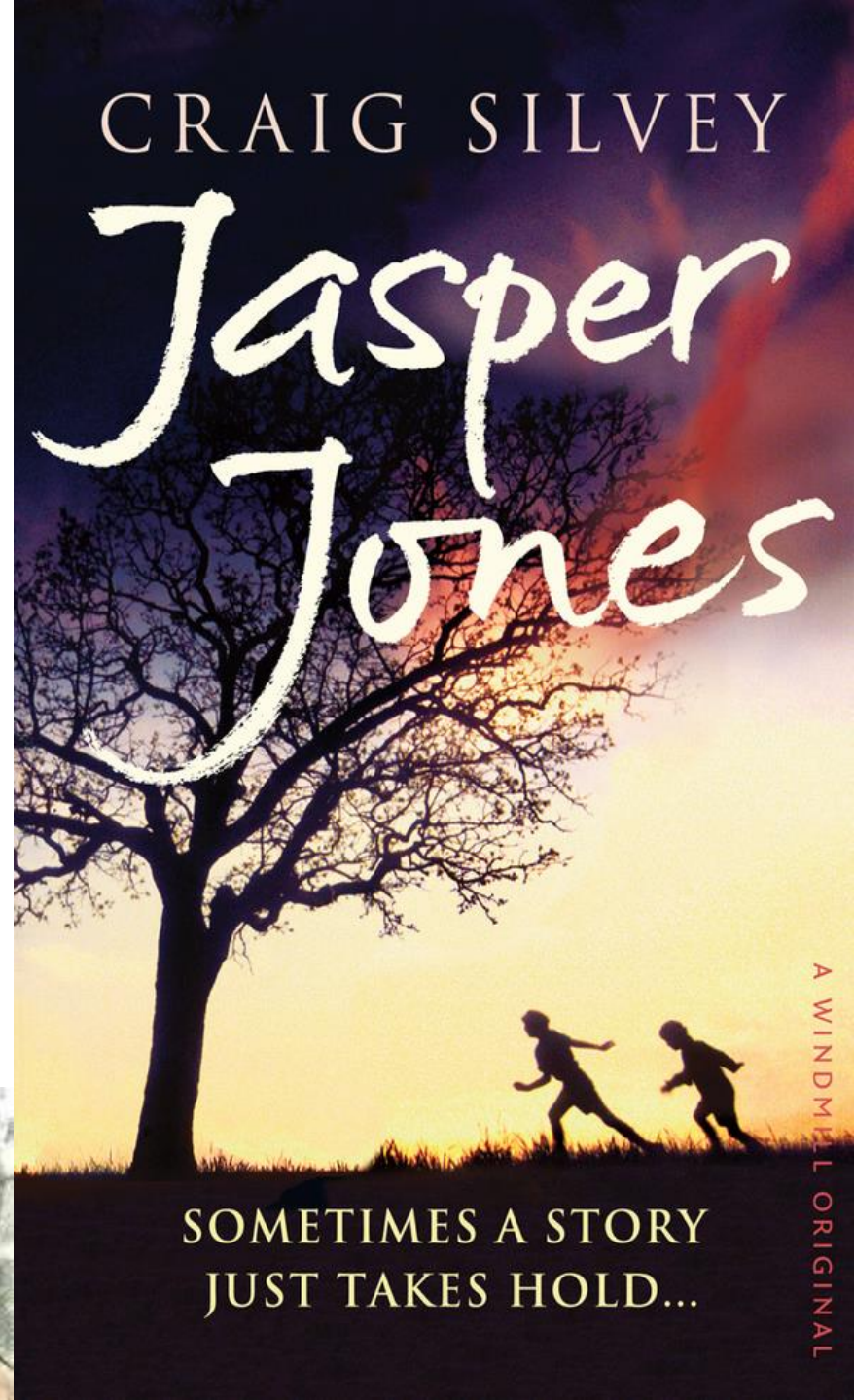
Related Texts

- *One Night the Moon*: Prejudice destroys all hope of a family being reunited.
- *Beneath Clouds*: A community divided by racism.
- *The Island*: Unquestioning conformity and mob rule in its most ugly and destructive form.
- *Apocalypse Now*
- *Black Balloon*
- *Che*



Related Texts

- Archie Roach: *'Down City Streets'*
- *Catcher in the Rye*: Holden chooses alienation because of the phoniness of others.
- *Jasper Jones* – Craig Silvey: *'I think Jasper Jones speaks the truth in a community of liars.'*
- TS.Eliot: *'The Waste Land'*
- Tim Winton: *The Turning* – short stories



Related Texts

- *Social Network*: How relationships strengthen and challenge the notion of belonging.
- Robert Gray's poetry: 'Journey the North Coast', 'Diptych', 'The Meatworks'
- Archie Roach's songs and poetry: 'Took the Children Away'...racial barriers
- *Whale Rider*: Gender barriers
- *A Beautiful Mind*: Barriers and obsessions
- *God of Small Things* - Arundhati Roy



Related Texts

- 'Despair' & 'Scream' – Edvard Munch
- *Love and Honour* – Nam Le
- *Namatjira* – Scott Rankin
- *The Life Of Pi* – Yann Martel
- *The Bell Jar* – Sylvia Plath
- *Secret Lives of Others*
- *Skin*
- *Death of a Salesman* – Arthur Miller
- *Five Bells* – Gail Jones
- 'Vincent' – Don Maclean
- *Slum Dog Millionaire*
- *Persepolis*
- [City of God](#)
- [Tsotsi](#)

